Title: Spot the difference!
Time: 10 mins + T input and feedback
Class: Teenage Arabic speakers: post-beginner.
Task summary: Students find a fixed number of differences between two similar pictures.
Task type: Guessing game: information gap
Task objective: Students are motivated to speak in order to solve the picture difference puzzle.
Language Objectives*:
*These will of course depend on the pairs of pictures chosen.
Vocabulary: Words related to accurate description: Adjectives: e.g: big, small, fat, thin, missing (eg His nose is missing), (on the ) right/left, in the middle
Prepositions: e.g: next to, above, below, in front of, behind
Functions:
Describing / Giving information:
In my picture…
There’s a… There isn’t a .. There are… There aren’t any…
S/he’s got … S/he hasn’t got …
X is missing
Asking for information:
Have you got a … in your picture?
Is there a / Are there any… in your picture?
What is there next to / behind / in front of…?
How many… is / are there?
etc.
Grammar: Yes/no questions in present simple and continuous: Is the man sitting or standing? Has the boy got brown hair?
Wh questions in present simple and continuous: What colour is the house in the background?
‘Have got’ for possession: How many windows has the house in your picture got?
Prepositions of place: Is there a car next to the shop in your picture?

Communicative authenticity: Students have a genuine need to ask questions in order to find the differences between their pictures.
Material: Two almost identical pictures with a fixed number (eg 6-7) differences between them.

Task breakdown

INPUT: Quickly revise the vocabulary specific to the picture.
TASK: Students work in pairs and ask and answer questions in order to find a given number of differences between two pictures.
OUTPUT: Students will have found the correct number of differences between the pictures.
### Lesson Plan

**S** = individual student  
**Ss** = more than one student or whole class  
**T** = teacher  
**Red** = pre-task  
**Blue** = task  
**Green** = post task

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<th>Activity/T input</th>
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<tbody>
<tr>
<td>Input</td>
<td>Board</td>
<td>Draw a simple picture similar to the ones on the cards you are about to give them. Elicit vocabulary connected with the topic in the pictures. Eg if the pictures show a person, then revise the language of description: brown hair, blue eyes, a long nose etc. If the pictures show a scene then revise vocab of description eg a tall tree, a small hill, a long path etc.</td>
<td>T → Ss</td>
<td>5 mins</td>
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<tr>
<td>Task</td>
<td>Instruction sheets, Pairs of picture cards, one for Student A, one for Student B, Monolingual dictionaries if possible. (English-English).</td>
<td>Allow them a short time to read instructions and ask questions about anything they don’t understand. Emphasise the fact that the students should find the differences without looking at each other’s cards. If necessary do a demonstration with a strong student. Put students in pairs. They take turns both to describe their picture and ask their partner questions in order to find the (6-7) differences.</td>
<td>S-Ss</td>
<td>1 min</td>
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<tr>
<td>Teacher feedback</td>
<td>Board</td>
<td>Give feedback on task, praising as much as criticizing. Reteach any language as necessary.</td>
<td>T</td>
<td>Remainder of lesson.</td>
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